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## Current Events

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[Edited by Clarence W. Gleason, Roxbury Latin School, Boston, Mass., for the territory covered by the Association of New England and the Atlantic States; Daniel W. Lothman, East High School, Cleveland, Ohio, for the Middle States, west to the Mississippi River; George Howe, the University of North Carolina, Chapel Hill, North Carolina, for the South and Eastern States; Walter Miller, the University of Missouri, Columbia, Mo., for the Southwestern States; and Franklin H. Potter, the University of Iowa, Iowa City, Iowa, for the territory of the Association west of the Mississippi, exclusive of Louisiana and Texas. News from the Pacific Coast may be sent to Miss Julianne A. Roller, Franklin High School, Portland, Ore., and to Miss Bertha Green, Hollywood High School, Los Angeles, Cal. This department will present everything that is properly news—occurrences from month to month, meetings, changes in faculties, performances of various kinds, etc. All news items should be sent to the associate editors named above.]

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### Maryland

*Baltimore.*—The Fifty-second Annual Meeting of the American Philological Association will be held at the Johns Hopkins University on Tuesday, Wednesday, and Thursday, December 28–30, 1920, in conjunction with the Archaeological Institute of America. The sessions will be held in the Mechanical Engineering Building of the University.

### Tennessee

*Maryville College.*—Professor H. J. Bassett has resigned his position at Maryville College to accept the professorship of Latin in Evansville College, Evansville, Indiana, made vacant by the resignation of Professor E. S. McCartney who has accepted a position in the Northwestern University, Evanston, Illinois.

### Colorado

*Boulder.*—The Classical Club at the state university was organized last year and is in a very flourishing condition. The meetings are held monthly, usually at the homes of faculty members. The topics taken up at the meetings last year were: "Catullus," "Sappho," "A Roman Wedding," an "Athenian Lawsuit," and the presentation of five scenes from the *Antigone*.

The following will give an idea of the scope of the programs. When Sappho was the subject, a paper on her life and works was followed by the recitation of her "Ode to Aphrodite" and the reading of selected fragments. Swinburne's debt to Sappho was discussed, and both Grillparzer's and Percy Mackaye's "Sappho and Phaon" were reviewed; after which President Norlin,

former professor of Greek, gave an informal talk on his own visit to Mitylene.

In the "Athenian Lawsuit" a member was prosecuted for profiteering. The whole procedure including the preliminary steps in the case was presented somewhat in the form of a play. The principals wore ancient costumes and the audience served as jury. The prosecution used Lysias' oration against the grain-dealers. The defendant won through the eloquence of his attorney who had prepared a reply to the charges brought by Lysias.

### Iowa

*Des Moines.*—Professor Ullman, of Iowa City, presided over a large and enthusiastic group of teachers who met at the West High School, Des Moines, for the annual Latin Round Table held in connection with the State Teachers' Association. Professor Charles N. Smiley, of Grinnell, gave an illustrated lecture on the Roman Forum. Nellie E. Wilson, of Des Moines, read a paper on the substitutes for Caesar in the third half-year of Latin. Miss Wilson expressed the view that a satisfactory substitute, though desirable, had not yet been found. Eva Stahl, of Indianola, discussed "Latin for English," and Lucy Winter, of Jefferson, read a paper on "Junior High School Latin." Alta M. Mallock, of Villisca, presented a brief for the direct method. Professor C. G. F. Franzen, of the department of education in Drake University, reported informally on a survey of the present status of foreign languages in the high schools. The report was most gratifying to those who are interested in the progress of Latin.

The Iowa State Hellenic Society held its annual meeting at Des Moines on November 4. After a banquet at the Y.M.C.A., Professor B. L. Ullman, of Iowa City, gave an address reporting the results of an investigation of the present status of Greek in the state. While no Greek is offered in the high schools, the enrolment in the colleges shows larger gains than for many years previous. The officers for the coming year are Professor Ullman, president; Professor W. C. Van Ness, Fayette, secretary; Professor W. S. Ebersole, Mount Vernon, treasurer. The success of the meeting was due to the untiring efforts of the retiring president and secretary, Professors Sherman Kirk, of Des Moines, and C. H. Weller, of Iowa City.

### Louisiana

*New Orleans.*—Miss Jeanette G. Marks, head of the Latin Department in the Isidore Newman Manual Training School, sends us the following remarks on a method of correcting written lessons:

In order to secure accuracy and avoid carelessness, I have adopted the following method of correcting written lessons in Latin prose. Pupils are given once or twice a month only four to five connected sentences which have been carefully selected by me to illustrate the rules we have studied in about six to eight lessons in Latin Prose.

Each pupil indicates his own errors, and grades his own paper according to the following rules for marking papers:

LATIN I		LATIN II, III, IV	
(First Year)		(Second, Third, and Fourth Years)	
Incorrect Verb Forms.....	5	Incorrect Verb Forms.....	5
Wrong Gender.....	3	Sequence of Tenses.....	3
Wrong Case.....	3	Incorrect Tense.....	3
Wrong Mood.....	3	Indirect Discourse.....	5
Wrong Voice.....	3	Wrong Gender.....	3
Wrong Declension.....	3	Wrong Voice.....	3
Spelling.....	1	Wrong Word.....	3
Wrong Word.....	2	Wrong Declension.....	3
Incorrect Tense.....	3	Idiomatic Phrases.....	5
Omission of a Necessary Word.	2	Spelling.....	1
		Wrong Word.....	2
		Omission of a Necessary Word.	2

Fifteen to twenty minutes are given to write the sentences and from twenty-five to thirty minutes are devoted to discussion and corrections. Every black lead pencil is laid down on the desk and red lead pencils used for indicating errors. A pupil who usually does good work writes the correct Latin on the board. Strict attention is paid to the board because the students know that if I find they have failed to correct an error, they lose double, but if they mark anything wrong that is right, triple. The roll is called, and the grades entered in my record book at the end of the period.

I check over the papers myself to see if the pupil has followed the instruction. After I have had a given class a month or two, I appoint two students of high rank in each division to help me check up papers. This method is only used for written lessons, not for monthly test. The value of this type lies in the fact that the individual error is strongly emphasized and the pupil acquires the habit of thinking quickly and correctly, and of being fair to himself. This whole scheme awakens in a student the appreciation of "the red pencil marks."

### Massachusetts

*Boston.*—Miss Mary H. Buckingham, under the title, "My Difficulties with Adverbs," sends us the following whimsical but instructive bit:

*At first* I did not know *primo*  
and *almost* despaired of *paene*;  
*but* I knew *sed*,  
and *while* I was studying *dum*  
I *suddenly* recognized *subito*  
and *immediately statim* became familiar.  
*At that time tum* seemed hard  
and I wrestled *in vain* with *frustra*,  
but I *already* knew *iam*  
and *even etiam*;

and so *itaque* was easy  
and I soon acquired *mox*.

I never recognize *nunquam*  
and formerly I found *quondam* difficult,  
while for a long time *dū* puzzled me,  
and I studied *nequiquam* to no purpose;  
but I have always known *semper*  
and now I am sure of *nunc*;  
I can therefore conquer *igitur*.

I am not yet familiar with *nondum*.  
I know *tamen*, however;  
*moreover autem* is an old friend;  
while *tam* is so simple  
that *ut* will be easy,  
and I hope to learn *simul at the same time*;  
for I do know *nam*  
and have often met *saepe*.

Thus I was learning *sic*  
and had scarcely made sure of *vix*  
when once upon a time I found I knew *olim*;  
then I learned *inde then deinde*,  
and finally I shall master *denique*.

Meanwhile I am struggling with *interea*,  
and as soon as I learn *simul atque*  
I shall at length know *tandem*  
and perhaps *forsitan*.

Afterwards I mean to learn *postea*,  
and when I have met *iterum a second time*  
I hope to know *quoque also*.

## Missouri

*Saint Charles*.—Miss Cora M. Porterfield, of Lindenwood College, sends us the following timely suggestions as to first-year texts for Latin:

Leaving aside the fact that the teacher of the important first-year work in Latin often has pupils with little knowledge of English grammar but possessed of a tendency to see carelessly, to jump at a word and miss its meaning because of a similarity in its appearance to an entirely different word, we find, perhaps, three main difficulties due to the kind of texts at hand.

In the first place the agony of forms is usually so long drawn out that the pupil is discouraged by an apparently new paradigm every day. It is surely possible to condense in a way to avoid the seeming endlessness of drudgery. A boy once said: "I'd like the stuff if your Mister Man who made the book didn't know so many words and things to fire at us every day; a fellow can't get one thing learned before he gives him another to drive it out." One large dose of, for example, *-ius* in the genitive and *-i* in the dative, including demonstratives followed by several reading lessons using these words freely, would not overwhelm the boy as does a different word of the type each day. There should be, of course, in the text or on the part of the teacher, much showing

of corresponding English behavior and usages; this robs the pupil of the complaint that Latin does things in such an unheard-of, absurd, "funny" way.

It is also very important that the beginner should learn to read; he should be supplied with much connected, easy, interesting Latin with sensible and valuable content, avoiding the "Do we go up?" type of literature. Ability to read rather easily atones for the effort required in mastering the tools and their uses. Besides, the aim in the study of any language should be reading power.

But the most far-reaching need is a first-year book accompanied by a well-bound text, for classroom use only, without paradigms, notes, or vocabulary, containing the reading matter for prepared work and also much carefully graded material for sight reading and composition or "prose" work. It is in the first year that the habit of depending upon help in the text or words written between the lines or even slips of paper begins; if this can be avoided, kept out of mind, until some facility in reading has been acquired, an effective check will have been put upon later cheating, or "riding," of various kinds. This text would, further, impress upon the pupil early the necessity of learning well each day the lesson assigned for study.

We must condense form work, parallel English and Latin, expand the reading work, enforce the mastery of inflections and vocabulary, and develop a habit of vigorous, independent honesty.

### New York

*New York City.*—A meeting of the New York Classical Club took place on November 6 at the Metropolitan Museum of Art; it is expected that the other regular meetings of this season also will be held in the same convenient and pleasant place. The Director of the Museum, Mr. Robinson, gave the club a delightful welcome in a brief speech, after which there were two addresses: Professor Lily Taylor, of Vassar College, spoke on "A Tour in the Hill Towns of Etruria," and Dean West, of Princeton, on the Classical League and the condition of American high-school education.

At the luncheon following the meeting brief speeches were made by the guests of honor, Miss Jean K. Mackenzie, who has recently been contributing very interesting articles to the *Atlantic Monthly*; Dr. George Alexander, pastor of the First Presbyterian Church of New York City, and for many years a member of the New York Classical Club; and Sir William Ramsey, whose name need not be accompanied by any descriptive or appositional element in this *Journal*.

### Ohio

*Cincinnati.*—To the deep regret of his many friends in Cincinnati, Professor William James Battle has returned to the University of Texas where he is head of the department of Greek. Before coming to the University of Cincinnati three years ago, Dr. Battle was acting-president of the University of Texas.

Professor Rodney Robinson of the University of Illinois is this year in the department of classical languages at the University of Cincinnati.

Cincinnati had the very great privilege from October 17-31 of seeing the remarkable art exhibit sent to this country by the Greek government. It consists of a series of almost six hundred wonderful photographs of historic Greek temples, the most famous examples of architecture that the world knows, and of scenes of natural beauty in Greece.

*Cleveland.*—The annual meeting of the Latin department of the North-eastern Ohio Teachers' Association was held on October 29, in the auditorium of Lincoln High School, Cleveland, Ohio. Miss Ethel Jackson of Youngstown presided, and the following papers were read: "Classical Rome Today," by Miss Justina Eich, Youngstown; "Present Emphasis in the Teaching of Latin," by Miss Helen M. Chesnutt, Cleveland; "Latin Plays," by Miss Mary C. Miller, Cleveland.

Miss Eich, who has twice visited Rome, gave a most interesting word picture of famous churches, palaces, paintings, and obelisks of the Eternal City.

Miss Chesnutt's paper was an explanation of an oral method of teaching Latin recently introduced into Cleveland schools by Dr. Emile de Sauzé, supervisor of French and Latin in that city. She mentioned four respects in which the method is a decided departure from those formerly used: (1) work in grammar is distributed over three semesters instead of two; (2) one grammatical feature, only, is introduced at a time, e.g., one case at a time; (3) questions in Latin on the text are answered in Latin by pupils. There is no formal translation; (4) a connected text is used instead of unrelated sentences. Miss Chesnutt is using the method with great success, and she declared herself convinced that it achieves accurate discrimination, prompt decision, concentration, and enthusiasm.

In her discussion of Latin plays, Miss Miller called attention to the importance of the dramatic instinct in life, its value in educational work, and the facility with which it may be cultivated through the medium of the Latin language. She advocated the writing of Latin plays by the pupils as a most valuable experience in vocabulary building and the attainment of accuracy in constructions, and this without the usual drudgery.

As a practical illustration of the working out of this theory, two Latin plays were presented by Lincoln High students—"Cindra," a dramatization of the story of Cinderella by Junior High pupils, and "Coniuratio Catilinae" by the Cicero classes of the Senior High.

A beautiful classic dance by eight girl pupils concluded a most delightful and inspiring program.

*Warren.*—Miss Virginia Reid, of the Warren Senior High School, writes as follows:

I was much interested in the account of Latin clubs given by Miss Eddington in the *Classical Journal* for October. As I think others may be equally interested in some of the activities in my Latin classes I am enclosing some items from our school paper in regard to them.

"The Cicero A class enjoyed a party last week. Blanche Mather and Emma Nesbit served refreshments.

"These parties may be enjoyed by any of the classes. The last part of the period is devoted to them. Often they discuss how Romans would act and what they would do at their gatherings. They also learn some of the Latin phrases used in connection with the Roman gatherings.

"The members of the 12A Latin class, who are studying the celebrated epic of Virgil, last week organized a club which is the only one of its kind in the school.

"The constitution was drawn up and is now being printed on a Roman scroll. Only students who are studying Virgil and who maintain a grade above the standard are eligible to the club. Each one chose a Latin name by which he will be called. The officers which correspond to President and Secretary are called Princeps Aeneas and Scriba Dido, for Dido and Aeneas are the chief characters in the poem. The officers were elected in true Roman manner and the results are as follows:

"Princeps Aeneas, Joe Bonnette; Scriba Dido, Marcella Geissman. Pins of a fitting design were chosen and have been ordered.

"There are eight charter members of the club and they hope to make it a lively organization which will be continued by the classes in the future. Several ceremonies are being planned to be given during the year."